

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes x No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_  
                                Betsy Hildebrand

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

**X On record with the USOE.**

☐ The “Credential Sheet” is attached to this alignment.

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**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum**

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Title: The American Vision: Modern Times ©2008 ISBN#: 0-07-874523-3

Publisher: Glencoe/McGraw-Hill

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**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum**

**Title:** *The American Vision: Modern Times* ©2008      **ISBN#:** 0-07-874523-3

**Publisher:** Glencoe/McGraw-Hill

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Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: _____%			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%			
<b>STANDARD I: Students will expand their knowledge of pre-Reconstruction America.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 1.1: Examine the American colonial experience.</b>			<i>Not covered in TE, SE or ancillaries</i> ✓
<b>a.</b>	Identify reasons for the establishment of colonies in America.	<b>Student Edition:</b> 8-13 <i>Critical Thinking</i> 13 #7 <i>Main Idea</i> 13 #5 <i>National Geographic</i> 12 <i>Primary Source</i> 9 <b>Teacher Wraparound Edition:</b> Ac 8, 11; RS 8; SP 9	
<b>b.</b>	Examine the rise of American culture in the New England, Middle, and Southern colonies.	<b>Student Edition:</b> 9-13, 16-21, 22-27 <i>Debates in History</i> 26-27 <i>Main Idea</i> 21 #3 <b>Teacher Wraparound Edition:</b> C 21; CT 17; EC 20	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.2: Investigate the development of the United States government, its institutions, and its politics.</b>				
<b>a.</b>	Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.	<b>Student Edition:</b> 37-39, 46-48 <i>Critical Thinking</i> 55 #5 <i>Ideographic</i> 38, 48-49 <b>Teacher Wraparound Edition:</b> VT 47; DI 48; RS 39		
<b>b.</b>	Analyze the Constitution's creation and impact on the new United States.	<b>Student Edition:</b> 37-41, 59-55, 57-75, 78 <i>Ideographic</i> 38, 79 <b>Teacher Wraparound Edition:</b> AC 40; EC 52; SP 79		
<b>c.</b>	Trace the development of American government and politics from the Federalist period through Jacksonian democracy.	<b>Student Edition:</b> 78-83, 96-98 <i>Critical Thinking</i> 83 #4, 103 #4 <b>Teacher Wraparound Edition:</b> Ac 80; C 83; EC 96, 98; RS 80, 98; WS 81		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877.</b>				
<b>a.</b>	Trace the United States' expansion and growth from the Atlantic to the Pacific.	<b>Student Edition:</b> 83, 87, 90, 104-108, 158-159, 164-165, 166-167 <i>National Geographic</i> 82, 105 <b>Teacher Wraparound Edition:</b> DI 106; HO 159; SP 82		
<b>b.</b>	Recognize the sectional differences that developed during the antebellum period.	<b>Student Edition:</b> 94-95, 108-113 <i>Critical Thinking</i> 113 #5 <i>Political Cartoon</i> 112 <i>Primary Source</i> 108-109 <b>Teacher Wraparound Edition:</b> CT 109; RS 113; SP 95, 108		
<b>c.</b>	Evaluate the causes, course, and consequences of the Civil War.	<b>Student Edition:</b> 122-129, 130-137 <i>Geography &amp; History</i> 138-139 <i>National Geographic</i> 131 <i>Political Cartoon</i> 123 <i>Primary Source</i> 134-135 <i>Timeline</i> 124-125 <b>Teacher Wraparound Edition:</b> Ac 133; C 129, 137; HO 123, 132; T 138		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>d.</b>	Analyze the successes and failures of the Reconstruction period following the Civil War.	<b>Student Edition:</b> 140-149 <i>Ideographic</i> 141 <i>National Geographic</i> 144 <i>Primary Source</i> 146, 148 <i>Turning Point</i> 142-143 <b>Teacher Wraparound Edition:</b> C 149; RS 141; SP 144, 146; TP 142		
<b>e.</b>	Examine the United States' policies relating to American Indians.	<b>Student Edition:</b> 99, 170-175 <i>Critical Thinking</i> 103 #6 <i>People in History</i> 174 <i>National Geographic</i> 98, 171 <i>Political Cartoon</i> 173 <b>Teacher Wraparound Edition:</b> Ac 99, 172; CT 174; T 171; WS 172		

STANDARD II: Students will understand how the growth of industry changed the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.				
a.	Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.	<b>Student Edition:</b> 184-186 <i>Critical Thinking</i> 187 #6 <i>Main Idea</i> 187 #3 <i>Timeline</i> 184-185 <b>Teacher Wraparound Edition:</b> Ac 184; RS 184; SP 184; WS 184, 185, 186		
b.	Explain the expansion of transportation and communication in the United States following the Civil War.	<b>Student Edition:</b> 188-193 <i>History and Geography</i> 189 <i>Technology &amp; History</i> 190 <b>Teacher Wraparound Edition:</b> C 193; SP 189		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Determine the impact of industrialization on the American economy and society.	<b>Student Edition:</b> 182-183, 186-187, 194-199 <i>Critical Thinking</i> 199 #4 <i>Ideographic</i> 196-197 <i>National Geographic</i> 183 <b>Teacher Wraparound Edition:</b> CT 198; SP 183; WS 195		
<b>d.</b>	Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.	<b>Student Edition:</b> 199		
<b>Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.</b>				
<b>a.</b>	Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.	<b>Student Edition:</b> 196-198 <i>Critical Thinking</i> 199 #4-5 <i>Document Based Question</i> 211 <i>People in History</i> 198 <i>Primary Source</i> 231 <b>Teacher Wraparound Edition:</b> EC 198; WS 196, 197		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Evaluate the growth and influences of monopolies and trusts on capitalism.	<b>Student Edition:</b> 194-199 <i>Document Based Question</i> 211 <i>Ideographic</i> 196-197 <i>Main Idea</i> 199 #3 <i>Reviewing Main Ideas</i> 210 #10 <b>Teacher Wraparound Edition:</b> CT 198		
<b>Objective 2.3:</b> Assess how the growth of industry affected the movement of people into and within the United States.				
<b>a.</b>	Determine the demographic changes in population from the 1890s to the present.	<b>Student Edition:</b> 214-217, 222-227 <i>Critical Thinking</i> 219 #5 <i>National Geographic</i> 215 <i>Primary Source</i> 216-217 <b>Teacher Wraparound Edition:</b> C 227; CT 224; SP 220		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Investigate the influences that affected various immigrant groups entering the United States.	<b>Student Edition:</b> 214-219 <i>Analyzing Primary Sources</i> 220-221 <i>Critical Thinking</i> 219 #5 <i>Geography &amp; History</i> 228-229 <i>National Geographic</i> 215 <i>Primary Source</i> 216-217 <b>Teacher Wraparound Edition:</b> C 227; DI 216; F 228; SP 215		
<b>c.</b>	Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.	<b>Student Edition:</b> 200-207 <i>Main Idea</i> 207 #6 <i>People in History</i> 206 <b>Teacher Wraparound Edition:</b> Ac 229; DI 201		
<b>Objective 2.4: Investigate the challenges presented to urban inhabitants.</b>				
<b>a.</b>	Identify how American cities spawned American architecture.	<b>Student Edition:</b> 222-223 <i>Main Idea</i> 227 #2 <i>Technology &amp; History</i> 223 <b>Teacher Wraparound Edition:</b> Ac 224; DI 224		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>b.</b>	Examine living conditions in tenements.	<b>Student Edition:</b> 225, 226-227 <i>Main Idea</i> 227 #3 <i>Primary Source</i> 225 <i>Time Notebook</i> 240 <b>Teacher Wraparound Edition:</b> DI 225; F 240		
<b>c.</b>	Compare the attitudes of Social Darwinism with those of Social Gospel believers.	<b>Student Edition:</b> 230-232, 236-239, 263, 300 <i>Debates in History</i> 236-237 <i>Primary Source</i> 231 <i>Writing About History</i> 239 <b>Teacher Wraparound Edition:</b> Ac 231		

<b>STANDARD III: Students will recognize how social reform occurred at the turn of the century.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Investigate reform movements and their prominent leaders.</b>				
<b>a.</b>	Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party.	<b>Student Edition:</b> 242-247 <i>Critical Thinking</i> 247 #5 <i>Political Cartoon</i> 244 <i>Primary Source</i> 243 <i>Writing About History</i> 247 <b>Teacher Wraparound Edition:</b> CT 244; SP 243, 246		
<b>b.</b>	Analyze the growth and influence of political machines; e.g., muckrakers, Progressives.	<b>Student Edition:</b> 227, 292-295, 298-299, 312-313 <i>Critical Thinking</i> 227 #5 <i>Main Idea</i> 313 #4 <i>Primary Source</i> 293 <i>Writing About History</i> 299 <b>Teacher Wraparound Edition:</b> C 299; RS 294; WS 313		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Investigate the emerging civil rights movements for women and African Americans.	<b>Student Edition:</b> 248-250, 252-253, 296-297 <i>Analyzing Supreme Court Cases</i> 251 <i>Main Idea</i> 253 #4 <i>Timeline</i> 296-297 <b>Teacher Wraparound Edition:</b> Ac 296; C 253; RS 249, 252; SP 297		
<b>Objective 3.2: Assess the growth and development of labor unions and their key leaders.</b>				
<b>a.</b>	Trace the development of national labor unions.	<b>Student Edition:</b> 200-207, 298, 301 <i>National Geographic</i> 203 <i>Primary Source</i> 201 <i>Writing About History</i> 207 <b>Teacher Wraparound Edition:</b> HO 201; WS 201, 203, 204		
<b>b.</b>	Determine the impact of collective bargaining.	<b>Student Edition:</b> 204, 206		
<b>c.</b>	Analyze the development of socialism in the United States.	<b>Student Edition:</b> 202, 206-207, 238, 299 <b>Teacher Wraparound Edition:</b> CT 202, 203		

STANDARD IV: Students will understand how war affected the early 20 <sup>th</sup> century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War.				
a.	Determine the economic, social, and military affects of United States imperialism.	<b>Student Edition:</b> 262-267, 276-283 <i>Main Idea</i> 267 #2 <i>National Geographic</i> 277 <i>Primary Source</i> 263, 264-265 <b>Teacher Wraparound Edition:</b> C 267, 283; EC 279; RS 277		
b.	Examine the cause, course, and consequences of the Spanish-American War.	<b>Student Edition:</b> 268-275 <i>Debate in History</i> 272-273 <i>Primary Source</i> 269, 270-271 <i>Writing About History</i> 275 <b>Teacher Wraparound Edition:</b> C 275; CT 271, 272; RS 270		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Assess how America's imperialism altered relationships with the Far East and Latin America.	<b>Student Edition:</b> 265, 267, 275, 276-283 <i>Critical Thinking</i> 267 #6 <i>National Geographic</i> 277, 281 <i>Primary Source</i> 264-265 <b>Teacher Wraparound Edition:</b> CT 280; DI 278; EC 279		
<b>Objective 4.2: Examine how World War I affected the military and the home front of the United States.</b>				
<b>a.</b>	Identify major causes of World War I and the United States' involvement and influence in the war; e.g., Wilson's Fourteen Points, the Versailles Treaty	<b>Student Edition:</b> 320-327, 336-345 <i>Debates in History</i> 324-325 <i>National Geographic</i> 321, 337 <i>Primary Source</i> 322-323 <b>Teacher Wraparound Edition:</b> C 327; CT 340, 344; HO 321; RS 322; SP 321		
<b>b.</b>	Determine the reasons the United States Senate refused to join the League of Nations.	<b>Student Edition:</b> 343-345, 366 <i>Ideographic</i> 342-343 <b>Teacher Wraparound Edition:</b> SP 345		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.	<b>Student Edition:</b> 328-330, 348-353 <i>Analyzing Supreme Court Cases</i> 331 <i>Primary Source</i> 332 <b>Teacher Wraparound Edition:</b> C 333; EC 331; HO 349; SP 330; WS 333		
<b>STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1: Analyze how the United States coped with rapid economic and technological advances.</b>				
a.	Investigate how mass media affected American society.	<b>Student Edition:</b> 372, 384-385 <i>Critical Thinking</i> 385 #5 <b>Teacher Wraparound Edition:</b> DI 372, 373		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Assess how new inventions and consumerism influenced daily life.	<b>Student Edition:</b> 368-373 <i>Main Idea</i> 375 #3 <i>Primary Source</i> 372-373 <i>Technology &amp; History</i> 370-371 <b>Teacher Wraparound Edition:</b> CT 372; RS 371		
<b>c.</b>	Explain how the automobile affected the business and landscape of America.	<b>Student Edition:</b> 368-370 <i>Ideographic</i> 369 <i>Main Idea</i> 375 #2 <b>Teacher Wraparound Edition:</b> WS 369, 370		
<b>Objective 5.2: Examine the experiences of black Americans and women in the early 20<sup>th</sup> century.</b>				
<b>a.</b>	Account for the sudden growth of black consciousness.	<b>Student Edition:</b> 388-393 <i>Critical Thinking</i> 393 #4 <i>National Geographic</i> 392 <i>Primary Source</i> 389 <i>Writing About History</i> 393 <b>Teacher Wraparound Edition:</b> C 393; CT 390, 391; RS 389		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Describe the changes in women's attitudes and roles in society.	<b>Student Edition:</b> 378-379 <i>Critical Thinking</i> 396 #14 <i>Primary Source</i> 378-379 <b>Teacher Wraparound Edition:</b> Ac 379; DI 379; EC 378		
<b>STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1: Investigate the impact of the Great Depression on the United States.</b>				
a.	Analyze the major causes of the Great Depression.	<b>Student Edition:</b> 400-405 <i>Critical Thinking</i> 405 #6 <i>Ideographic</i> 404 <i>Turning Point</i> 402-403 <b>Teacher Wraparound Edition:</b> Ac 402; C 405; DI 404; RS 402		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the social effects of the Great Depression.	<b>Student Edition:</b> 406-409 <i>Critical Thinking</i> 409 #5 <i>Main Idea</i> 409 #3 <i>Primary Source</i> 407 <b>Teacher Wraparound Edition:</b> C 409; CT 407; HO 407; RS 408		
<b>Objective 6.2: Analyze the long-term effects of the New Deal on the United States.</b>				
<b>a.</b>	Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.	<b>Student Edition:</b> 422-431, 434-439 <i>Analyzing Primary Sources</i> 432-433 <i>Debates in History</i> 436-437 <i>Past &amp; Present</i> 428 <i>Political Cartoon</i> 430 <i>Timeline</i> 426-427 <b>Teacher Wraparound Edition:</b> Ac 424; C 431; CT 424, 426, 429		
<b>b.</b>	Investigate the shift of power from state to federal government.	<b>Student Edition:</b> 439, 444-445 <i>Critical Thinking</i> 439 #4 <i>Debates in History</i> 436-437 <b>Teacher Wraparound Edition:</b> C 439, 445		

<b>STANDARD VII: Students will understand the causes, course, and consequences of the United States' role in World War II.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1: Determine how America shifted from isolationism to intervention.</b>				
<b>a.</b>	Analyze the factors that led to militarism and fascist aggression in the world.	<b>Student Edition:</b> 454-457, 460-462 <i>Critical Thinking</i> 459 #4-5 <i>National Geographic</i> 455, 456-457 <b>Teacher Wraparound Edition:</b> C 459; CT 456, 457, 462; RS 456		
<b>b.</b>	Determine how the attack on Pearl Harbor forced the United States out of isolationism.	<b>Student Edition:</b> 477-479 <i>Critical Thinking</i> 479 #7 <i>Main Idea</i> 476 #4 <b>Teacher Wraparound Edition:</b> EC 478; WS 479		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine how the alliance systems led the United States into World War II.	<b>Student Edition:</b> 458-459, 474-477 <i>Critical Thinking</i> 479 #5 <i>Main Idea</i> 479 #2 <i>Political Cartoon</i> 475 <i>Primary Source</i> 477 <b>Teacher Wraparound Edition:</b> C 479; DI 458		
<b>d.</b>	Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.	<b>Student Edition:</b> 494-499, 508-515, 518-524 <i>Critical Thinking</i> 499 #5 <i>Geography &amp; History</i> 516-517 <i>National Geographic</i> 496, 509 <i>Primary Source</i> 498 <i>Timeline</i> 510-511 <b>Teacher Wraparound Edition:</b> AC 511; C 499, 515; SP 496; WS 519		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>Objective 7.3: Evaluate how the rules and weapons of war changed during World War II.</b>				
<b>a.</b>	Assess how the war expanded beyond military targets to civilian centers.	<b>Student Edition:</b> 462-465, 521-522, 523-524 <i>Critical Thinking</i> 465 #5 <i>Debates in History</i> 522-523 <i>Primary Source</i> 464 <b>Teacher Wraparound Edition:</b> CT 520		
<b>b.</b>	Evaluate how technology changed the weapons used in World War II and introduced the atomic age.	<b>Student Edition:</b> 521-522, 523-524 <i>Critical Thinking</i> 525 #5 <i>Debates in History</i> 522-523 <b>Teacher Wraparound Edition:</b> CT 520, 524		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.2: Examine the impact World War II had on the American home front.</b>				
<b>a.</b>	Identify the impact of World War II on minority groups in America.	<b>Student Edition:</b> 491-493, 502, 503-504 <i>Analyzing Supreme Court Cases</i> 505 <i>Main Idea</i> 493 #4 <i>People in History</i> 514 <i>Primary Source</i> 491 <b>Teacher Wraparound Edition:</b> C 493; CT 492; RS 502; WS 492, 504		
<b>b.</b>	Examine the role women played in the wartime workforce.	<b>Student Edition:</b> 493, 501-502 <i>Main Idea</i> 507 #2 <i>Primary Source</i> 492 <b>Teacher Wraparound Edition:</b> CT 501; WS 501		
<b>c.</b>	Trace American mobilization for war.	<b>Student Edition:</b> 486-493 <i>Critical Thinking</i> 493 #6 <i>Primary Source</i> 488 <i>Writing About History</i> 493 <b>Teacher Wraparound Edition:</b> C 493; CT 487, 489; DI 788; RS 487, 490		

STANDARD VIII: Students will understand the United States’ domestic and international position in the Cold War era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.				
a.	Analyze the organization and operation of the United Nations.	<b>Student Edition:</b> 524-525 <i>Main Idea</i> 525 #4 <i>Primary Source</i> 524		
b.	Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union’s reaction.	<b>Student Edition:</b> 532-537, 538-541 <i>Critical Thinking</i> 537 #5 <i>Debates in History</i> 534-535 <i>Main Idea</i> 537 #3 <i>National Geographic</i> 536 <i>Primary Source</i> 533 <b>Teacher Wraparound Edition:</b> Ac 536; 545; CT 533, 534, 540; RS 536		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the world's reaction to nuclear weapons.	<b>Student Edition:</b> 544, 545, 552-553, 554-555, 606-607 <i>Critical Thinking</i> 607 #5 <i>Primary Source</i> 552 <b>Teacher Wraparound Edition:</b> C 553; CT 585; DI 552; RS 553; SP 552		
<b>Objective 8.2: Analyze the Cold War ideology of the United States' involvement in Asia.</b>				
<b>a.</b>	Explain America's reaction to the fall of China to Communism under Mao Zedong.\	<b>Student Edition:</b> 542 <b>Teacher Wraparound Edition:</b> Ac 542; CT 542		
<b>b.</b>	Trace American and United Nations involvement in the Korean police action.	<b>Student Edition:</b> 543-545, 556 <i>Critical Thinking</i> 545 #6 <i>Ideographic</i> 542-543 <i>Political Cartoon</i> 544 <i>Writing About History</i> 545 <b>Teacher Wraparound Edition:</b> C 545; CT 544, 545, 556; RS 543		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.	<b>Student Edition:</b> 654-661 <i>Critical Thinking</i> 661 #5-6 <i>Debates in History</i> 658-659 <i>Geography &amp; History</i> 662-663 <i>National Geographic</i> 655, 656, 660 <b>Teacher Wraparound Edition:</b> C 661; DI 660; EC 559		
<b>d.</b>	Investigate how the Vietnam War changed the nature of warfare.	<b>Student Edition:</b> 655-656, 661 <b>Teacher Wraparound Edition:</b> CT 663; DI 661		
<b>Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States.</b>				
<b>a.</b>	Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon.	<b>Student Edition:</b> 566-571, 596-598, 600-601, 605-607, 610-615, 709-711 <i>Primary Source</i> 567, 710 <b>Teacher Wraparound Edition:</b> Ac 598; C 601, 711; CT 615; SP 570; WS 569		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Analyze the Great Society programs aimed at ending poverty.	<b>Student Edition:</b> 610-615 <i>Critical Thinking</i> 615 #5 <i>Ideographic</i> 614 <i>Past &amp; Present</i> 612-613 <i>Primary Source</i> 611 <b>Teacher Wraparound Edition:</b> C 615; DI 614; SP 611; WS 612		
<b>c.</b>	Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government.	<b>Student Edition:</b> 546-550, 712-714, 716-717 <i>Analyzing Supreme Court Cases</i> 551, 715 <i>Political Cartoon</i> 549, 716 <i>Primary Source</i> 547, 713 <b>Teacher Wraparound Edition:</b> C 717; CT 549; HO 535, 549; RS 547, 714		
<b>d.</b>	Trace the development of space exploration.	<b>Student Edition:</b> 559, 604 <i>Past &amp; Present</i> 756-757 <i>Turning Point</i> 556 <b>Teacher Wraparound Edition:</b> DYK 604; RS 756; SP 757		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4: Investigate the end of the Cold War and examine America's role in the changing world.</b>				
<b>a.</b>	Compare differing American reactions to overseas military involvement.	<b>Student Edition:</b> 722-723, 742-743, 751-753 <i>Critical Thinking</i> 723 #6 <b>Teacher Wraparound Edition:</b> C 723; WS 751		
<b>b.</b>	Trace the events that resulted in the breakup of the USSR.	<b>Student Edition:</b> 753, 762-764 <i>Extended Response</i> 771 <i>Main Idea</i> 767 #2 <i>National Geographic</i> 763 <b>Teacher Wraparound Edition:</b> DI 752; RS 763		
<b>c.</b>	Examine the superpower status of the United States in the World.	<b>Student Edition:</b> 765, 786-787, 816-819 <i>Main Idea</i> 767 #3 <i>Primary Source</i> 786 <b>Teacher Wraparound Edition:</b> Ac 765; C 819; RS 786; WS 818		

<b>STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.1: Analyze how the civil rights movement affected United States society.</b>				
<b>a.</b>	Identify the causes and consequences of civil rights legislation and court decisions.	<b>Student Edition:</b> 623-624, 629, 636, 639 <i>Analyzing Supreme Court Cases</i> 625 <b>Teacher Wraparound Edition:</b> RS 636; T 625; WS 628		
<b>b.</b>	Investigate the fight for the political, economic, and social equality of women.	<b>Student Edition:</b> 686-691 <i>Critical Thinking</i> 691 #4 <i>Debates in History</i> 688-689 <i>Primary Source</i> 687, 690 <b>Teacher Wraparound Edition:</b> C 690; CT 690; T 687; WS 688		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.	<b>Student Edition:</b> 622-624, 626-629, 630-639 <i>Analyzing Primary Sources</i> 640-641 <i>Primary Source</i> 628, 631 <i>Timeline</i> 632-633 <i>Turning Point</i> 626-627 <b>Teacher Wraparound Edition:</b> Ac 627; C 629; DI 624; RS 626; T 631		
<b>d.</b>	Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.	<b>Student Edition:</b> 692-697, 727-728 <i>Primary Source</i> 693, 694-695, 696 <b>Teacher Wraparound Edition:</b> C 697; CT 694, 695; DYK 727; RS 696		
<b>Objective 9.2: Analyze the impact of the counter- culture since the 1960s.</b>				
<b>a.</b>	Trace the development of the counter-culture from the anti-Vietnam movement.	<b>Student Edition:</b> 664-669, 682-685 <i>Critical Thinking</i> 669 \$5 <i>Political Cartoon</i> 665 <i>Primary Source</i> 666-667, 683, 684 <i>Writing About History</i> 669 <b>Teacher Wraparound Edition:</b> C 669, 685; RS 666; WS 667, 684		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Assess the development of mass media as the voice of the counter-culture.	<b>Student Edition:</b> 664, 667 <i>Extended Response</i> 679 <b>Teacher Wraparound Edition:</b> WS 667		
c.	Examine the impact of drugs on the counter-culture and the United States.	<b>Student Edition:</b> 685, 758 <i>Main Idea</i> 759 #3 <b>Teacher Wraparound Edition:</b> Ac 758		
<b>STANDARD X: The students will understand economic and political changes in contemporary America.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 10.1: Analyze the economy of the contemporary United States.</b>				
a.	Examine the effects of economics on modern society.	<b>Student Edition:</b> 748-749, 766-767, 794-796 <i>Critical Thinking</i> 767 #6 <i>Main Idea</i> 767 #4 <b>Teacher Wraparound Edition:</b> C 797; CT 748; SP 796; WS 748		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>b.</b>	Trace the development of computers and the Internet and their impact on American business and globalization.	<b>Student Edition:</b> 774-777, 794-797 <i>Critical Thinking</i> 777 #4 <i>National Geographic</i> 795 <i>Primary Source</i> 776 <i>Technology &amp; History</i> 775 <b>Teacher Wraparound Edition:</b> C 777, 797; CT 775, 795		
<b>Objective 10.2: Determine how politics was changed by the end of the Cold War.</b>				
<b>a.</b>	Examine the “Reagan Revolution,” its goals, success, and failures.	<b>Student Edition:</b> 746-753 <i>Critical Thinking</i> 753 #6 <i>Debates in History</i> 748-749 <i>Document Bases Question</i> 77 <i>Primary Source</i> 753 <i>Writing About History</i> 753 <b>Teacher Wraparound Edition:</b> C 753; CT 741; SP 750; WS 748, 749		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>b.</b>	Determine the impact of environmentalism on the United States.	<b>Student Edition:</b> 730-733 <i>Critical Thinking</i> 733 #5 <i>Political Cartoon</i> 732 <i>Primary Source</i> 730 <i>Writing About History</i> 733 <b>Teacher Wraparound Edition:</b> C 733; CT 732; WS 731		
<b>c.</b>	Analyze the impact of international terrorism on the United States	<b>Student Edition:</b> 808-813, 814-819 <i>Critical Thinking</i> 813 #5 <i>National Geographic</i> 810 <i>Primary Source</i> 812, 815 <i>Timeline</i> 816-817 <i>Turning Point</i> 809 <b>Teacher Wraparound Edition:</b> Ac 809; C 813; CT 811; SP 810; WS 809, 818		